DOCUMENT RESUME

ED 379 283 SP 035 854

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TITLE Teachers as Leaders. Perspectives on the Professional Development of Teachers.
INSTITUTION Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO ISBN-0-87367-468-5
PUB DATE 94
NOTE 313p.
AVAILABLE FROM Phi Delta Kappa Educational Foundation, 408 N. Union, P.O. Box 789, Bloomington, IN 47402-0789.
PUB TYPE Books (010) -- Collected Works - General (020) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Beginning Teacher Induction; Elementary School Teachers; Elementary Secondary Education; Excellence in Education; *Faculty Development; Instructional Improvement; *Leadership; Secondary School Teachers; Teacher Education; *Teacher Improvement; *Teacher Recruitment; Teacher Role; *Teaching (Occupation)
IDENTIFIERS National Board for Professional Teaching Standards; Reform Efforts; Teacher Empowerment; *Teacher Leadership

ABSTRACT

The 20 essays in this book provide diverse perspectives on the professional development of teachers and include: (1) "Attracting the Best and Brightest to the Teaching Profession" (James R. Hutto); (2) "Attracting Talented African-American High School Students to Careers in Education" (Rita G. Greer); (3) "A Grassroots Approach to the Recruitment of Potentially Talented Teachers" (Katherine Green); (4) "On Matters of Body and Mind: Overcoming Disincentives to a Teaching Career" (Gene I. Maeroff); (5) "Induction, Retention, and Collegiality" (Donovan R. Walling); (6) "Teaching as Learning" (Ted Sanders and Nancy Ann Eberhart); (7) "Celebrating Education as a Profession" (Marlin L. Tanck); (8) "Teacher Empowerment in a Time of Great Change" (William E. Webster); (9) "Empowering Teachers as Learners and Leaders" (Mary Hatwood Futrell); (10) "Redefining Results: Implications for Teacher Leadership and Professionalism" (Michael J. Schmoker and Richard B. Wilson); (11) "Can Teachers Be Educated To Save Students in a Violent Society" (Martin Haberman); (12) "Teacher Development and School Improvement: An Account of the Improving the Quality of Education for All (IQEA) Project" (David Hopkins and Mel West); (13) "Teacher Leadership in Professional Development" (Peter J. Burke); (14) "Expanding Opportunities for Teacher Leadership" (Ralph Fessler and Antoinette Ungaretti); (15) "The Development and Sustenance of Instructional Leadership" (Sam J. Yarger and Okhee Lee); (16) "Teacher Leadership: A Failure to Conceptualize" (Michael Fullan); (17) "Drift, Detachment, and the Need for Teacher Leadership" (Daniel L. Duke); (18) "Two Teachers Examine the Power of Teacher Leadership" (Vivian Troen and Katherine Boles); (19) "The Problem with Power" (Daniel A. Heller); and (20) "The National Board for Professional Teaching Standards: Toward a Community of Teacher Leaders" (James A. Kelly). (LL)